

# POL 168: Chicano/Latino Politics

Fall Quarter 2017

Lecture: Olson 118

T-Th 10:00-11:50 (incl. section)

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## Course Description

Who are Chicanos? Chicanas? Latinos? Latinas? Hispanics? Why all the terms! What do they mean? What are the political and social implications for the expansion of this population? What are the facts, or “approximate” facts about immigration? What impact do/will Latinos have on political strategies? How did Latinos vote in recent elections? How does the current immigration debate impact attitudes toward Latinos? These are the kinds of questions we will ask and hopefully answer over the course of this quarter. In so-doing, you will be exposed to a variety of materials, both reading and visual. It is your job to approach these questions with an open-mind and with a healthy sense of curiosity. You will be asked to complete several class projects as well as actively participate in the class discussions.

## UC Davis Domestic Diversity Requirement

Units from this course will partially fulfill the UCD Domestic Diversity requirement. This requirement states that the course “provide students with an understanding and appreciation of the social and cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions.”

## Course Requirements

This course is reading intensive. The student is expected to keep up with course readings and, importantly, contribute to class room discussion. There will be several homework/writing assignments associated with different topics. Additionally, I’m implementing a creative writing component into the class, a project known as *La Mochila*. Details of this will be announced in class and in a separate document. Also, each of you have an Extra Credit account that can be “filled” up in various ways. All told, extra credit can result in a *maximum* of a two percent increase in your overall grade; it obviously cannot reduce your grade if you choose to do no extra credit activities. Your grade breakdown goes as follows:

Midterm Exam: 35 percent

Final Exam: 30 percent

Outside Assignments: 25 percent

*La Mochilla*: 10 percent

A detailed list of outside projects/assignments will be posted to the website along with the assignment's due dates. The due dates are hard targets. Failure to submit assignments on-time will result in a 10 percent per day deduction (i.e. if an assignment is due in class and you turn it in after class, you will receive a 10 percent deduction). In general, I require hard copies of assignments; electronic submissions will not be accepted. All homework assignments should be word-processed using standard margins (1 inch) and standard fonts (no larger than 12-point; no smaller than 10-point). Exams will require the use of bluebooks that you must provide and be prepared to turn in prior to the exam for inspection.

## Reading

There are three assigned books and several articles that are/will be posted to Canvas. The required books are Anna Sampaio's *Terrorizing Latina/o Immigrants: Race, Gender, and Immigration Politics in the Age of Security*, Lisa Flores' *Grounds for Dreaming*, John Garcia's *Latino Politics* and Juan Gonzalez' *Harvest of Empire*.

## Course Policies

All exams must be taken at the time prescribed in the syllabus. Course assignments are due on the date given to you in class. Assignments turned in late will be docked 10 percent for each day past the due date. The "past due" period begins immediately after the homework has been collected. Course assignments that are e-mailed to me or to the teaching assistant will *not be accepted*, unless otherwise noted and authorized by me. In saying course assignments will not be accepted, this means you will receive a grade of 0 on that particular assignment. You are also required to become familiar with the UC Davis Code of Academic Conduct (<http://sja.ucdavis.edu/cac.html>). Cheating, plagiarism, and harassment in any form will not be tolerated. Do not do these things. Also, in lecture and in discussions, cell phones must be turned off. Usage of cell phones (or any other personal communication devices) in class may affect your participation grade. Usage of cell phones (or any other personal communication devices) during exams will be viewed as possible cheating. **In class, use of personal computers, notebooks, iPads, or other similar devices is *prohibited*. By prohibited I mean you are not permitted to use them *unless* you have prior approval to use devices (approval must come from an official University of California, Davis source).**

With respect to students with disabilities, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the Instructor when requesting accommodation. This request must be made well in advance of the exams, as finding appropriate accommodation can be difficult on short notice.

## Course Itinerary

September 28: Preliminaries

Readings:

- Garcia, Chapter 1

October 3: Latina/os in Context

Readings:

- Garcia, Chapters 2-3

October 5: *Who are Latina/os? Legacy and Context*

Readings:

- Garcia, Chapter 4
- Gonzalez Part II

October 10: Topic Spotlight–Puerto Rico

Readings:

- Gonzalez, Chapters 10, 13-14
- Op-ed Piece on Hurricane Maria

[https://www.washingtonpost.com/news/posteverything/wp/2017/09/26/puerto-rico-may-not-be-a-colony-but-its-getting-treated-that-way/?tid=ss\\_fbutm\\_term=.b59b59a848e4](https://www.washingtonpost.com/news/posteverything/wp/2017/09/26/puerto-rico-may-not-be-a-colony-but-its-getting-treated-that-way/?tid=ss_fbutm_term=.b59b59a848e4)

October 12: *The Harvest of Empire*

View documentary: *The Harvest of Empire*

October 17: Contact, Conquest, and the Emergence of “Latin America”

Readings:

Gonzalez, Chapters 1-3

October 19, 24, 26: Situating the Border: The Mexican War and Post-War Racialization of Mexican Americans

Readings:

- Treaty of Guadalupe Hidalgo
- David G. Gutiérrez. 2005. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press (chapter 1)
- Natalia Molina. 2010. ““In a Race All Their Own”: The Quest to Make Mexicans Ineligible for U.S. Citizenship.” *Pacific Historical Review*. 79: 167-201.
- Flores, Chapters 1-2.

October 31: **Midterm Exam**

November 2-7: The Politics and Consequences of U.S. Immigration Policy, 1882-1965 Readings:

- Sampaio, Chapters 1-3.
- Kevin Johnson. “The Beginning of the End: The Immigration Act of 1965 and the Emergence of Modern U.S./Mexico Border Enforcement.”
- Flores, Chapters 3-5.

November 9-14: The Politics and Consequences of U.S. Immigration Policy, 1965-Present

- Garcia, Chapter 9
- Sampaio, Chapters 4-6

November 16: Chicano Rights Movement

- Flores, Chapters 6,7 and Conclusion
- Garcia, Chapter 8

November 21, 28: Latina/o Voting Rights and Representation Readings:

- Garcia, Chapter 10
- Voting Rights Act of 1965:  
<https://ourdocuments.gov/doc.php?doc=100page=transcript>

November 30, December 5: Latina/os in American National Elections Readings:

- Garcia, Chapters 6-7.

December 7: Wrapping it all Up.

Readings:

- Garcia, Chapter 12.

December 12: **Final Exam**